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ABSTRACT

This paper discusses the role of educational psychology in meeting the Kentucky Education Professional Standards Board (KEPSB) requirements and mandates for the Kentucky Educational Reform Act (KERA) for new and experienced teachers. There are two areas at the university program level where educational psychologists, individually and collectively, could address the concerns of educational reformers and practitioners. The first is the establishment of a core curriculum and pedagogical practices designed to facilitate preservice teachers' mastery of effective teaching procedures and practices. The second is within the context of the college or university classroom. To more effectively incorporate theoretical implications regarding teaching and learning into reform and practice, the focus should be one of integrating science and practice while recognizing the idiosyncratic contexts of classrooms. Because a course in educational psychology seems to be a relatively consistent entity in college and university teacher education programs, it becomes a viable venue for addressing issues of reforming preservice teacher preparation with regard to the presentation, application, and practice of current perspectives, ideologies, and strategies. (Contains 32 references.) (SM)

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Reforming Teacher Education through Educational Psychology: Kentucky's Example

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Abstract

Educational reform was mandated by the Kentucky legislature with the implementation of the Kentucky Educational Reform Act (KERA) of 1990. Implied in KERA was the need to reform teacher education programs in the state's colleges and universities. In this regard, the Kentucky Education Professional Standards Board (KEPSB) developed the New and Experienced Teacher Standards (1994), in which all pre- and inservice educators must meet to maintain state certification. Therefore, colleges of education within the state of Kentucky were charged with the task of reforming and/or restructuring their programs to meet these new mandated standards by the KEPSB. However, as Tharinger, Lambert, Bricklin, Feshbach, Johnson, Oakland, Paster, and Sanchez (1996) noted, psychologists, and specifically educational psychologists, were excluded from the development and construction of any component of KERA or of the KEPSB standards. Tharinger et al. (1996) suggested that several possible roles could have been implemented within the KERA mandate for psychologists. Relevant areas include: (a) in developing new assessment systems, (b) in integrated service systems, (c) in curriculum redesign to promote academic development, (d) in working with school and community councils, and (e) in professional development (p. 28-29). Based on their broad training in education and psychology, educational psychologists can serve in any or all of these capacities. For example, with regard to the area of curriculum redesign, we surveyed universities in Kentucky and found that almost all programs offer and/or require an educational psychology course at the undergraduate level. However, this is not necessarily the case for graduate

programs in these same institutions. In addition, and as would be expected, the courses are taught differently and the content varied across both levels. Research has shown that such courses are perceived by students as being beneficial. For example, VanZile-Tamsen (1999) found that a group of graduate students in an educational psychology course reported that class activities were helpful in the development of their understanding of course content and in learning new teaching strategies. They also reported that students preferred more hands-on and authentic activities. This supports the current conceptual trends in educational psychology and educational reform, both mandated and implied in both KERA and the KEPSB. Therefore, the purpose of this presentation is to discuss the role of educational psychology in meeting the KEPSB requirements and mandates for KERA for new and experienced teachers. Also, implications for research and practice will be discussed.

Reforming Teacher Education through Educational Psychology: Kentucky's Example

The training of teachers is receiving widespread public scrutiny as a result of education accountability and reform movements. Colleges of education, and in turn, teacher education programs have been criticized for several decades as being ineffective (Ashton, 1996; Korthagen & Kessels, 1999). For example, Boyer (1984) stated that "There are serious problems with the education of our teachers. Many teacher-training programs are inadequate" (p. 309). Thus, teacher education may be in trouble throughout the United States and elsewhere, and is actually in danger of being removed from colleges of education and placed in the public schools (Korthagen & Kessels, 1999). Darling-Hammond (1999) reported that "Educational reformers have rarely focused on teaching at either the K-12 or the postsecondary level" (p. 28). Also, Schrag (1999) reported that "there's not much agreement on how qualified teachers are produced, or on exactly what ails the nation's collection of teachers colleges and schools of education" (p. 30). In supporting teacher education, Skinner stated that "Teachers must learn how to teach, and they must be taught by schools of education and teachers colleges in more effective ways" (in Walton, 1983, p. 5).

Although there is a great body of literature with regard to pedagogy, research has not led to a general consensus of accepted teaching practices (Langenberg, 1997). Also, recently the trend in education is towards student-centered instruction, (e.g., discussions, discovery, and cooperative learning that uses authentic activities) (O'Banion, 1997; Tishman, Perkins, & Jay, 1995). Ducharme and Ducharme (1999)

suggested that teachers needed the "knowledge of and skill in how what is taught should be taught" (p. 360). Furthermore, teachers report that they need help in learning how to implement the broad range of instructional strategies that insure high-level learning by a diverse population of students; a cornerstone of national reform efforts (Haycock, 1997). Knowing how to teach and knowing how to teach teachers to teach are both under the purview of educational psychology.

Over 10 years ago educators suggested that teacher education programs should meet the needs of the 21st century (Tetenbaum & Mulkeen, 1986). However, Tetenbaum and Mulkeen (1986) reported that most teacher education programs are university-based and that the courses included in particular programs are generally prescribed by a credentialing agency in one's respective state. There seems to be little consensus among these agencies as to an appropriate standard curriculum. They also warned that colleges of education "may face extinction unless they act quickly and intelligently to transform themselves into forward looking entities capable of preparing teachers for the year 2000" (p. 634). Here is where educational psychology can have an impact.

In assessing the characteristics of effective teachers, the National Board for Professional Teaching Standards (1999) has outlined a body of knowledge, skills, and abilities that exemplify effective teachers and which are confirmed by research in educational psychology. A partial listing of these includes (a) recognizing and addressing individual differences, (b) understanding how students develop and learn, (c) understanding how to convey subject matter to students, (d) knowing how to alter instructional settings to gain and maintain student interest, (e) knowing how to use

instructional time effectively, (f) knowing how to create multiple paths to student mastery of content, (g) knowing how to create a disciplined learning environment, (h) knowing how to assess student progress using multiple methods, (I) knowing how to explain these assessments to parents, (j) knowing how to evaluate their own instructional practices, and (k) knowing how to be a contributing member to the learning community.

Role of Educational Psychology

Merl Wittrock (1992) has advocated for over 30 years that educational psychology is "the scientific study of psychology in education" (p. 129). He has reported various contributions of educational psychology research to learning strategies, metacognition, situated cognition, thinking, motivation, self-efficacy, testing and evaluation. This is not an exhaustive list of research contributions, but it demonstrates the many topics and concepts that are of concern, not only in educational psychology courses, but also courses in teaching methods and assessment. Wittrock (1992) quoted Grinder (1989) that educational psychology was once the "master science" of teacher education. It is now time that educational psychology take this place in history again. However, those in the discipline must change the focus of course content and research for this to occur. This focus should be on the psychological study of educational problems, including teaching, learning, and assessment in daily educational contexts (Wittrock, 1992).

One area that needs more attention by educational psychologists is in providing data and concepts to education policymakers and practitioners (Ashton, 1996; Berliner, 1992). However, Schrag (1999) reported, "In many states, political reformers and ed[ucation] school professionals never even talk to one another" (p. 31). Given that

educational psychology as a discipline is concerned with teaching, learning, and the educative process, it seems appropriate that they would be a sought after entity by policy makers and practitioners. Such dialogue would more effectively promote educational reform.

Another area where educational psychology would have profound influence is in that of teacher quality and accountability. Children from diverse backgrounds and with varying levels of past academic achievement have been shown to vary by as much as an entire grade level when instructed by effective teachers (Hanushek, 1992; Haycock, 1998). In fact, Tharinger et al. (1996) noted that no role for educational psychologists was included in any component process of the Kentucky Education Reform Act (KERA, 1990) or in the Kentucky Education Professional Standards Board (KEPSB). The KEPSB was responsible for developing the New and Experienced Teacher Standards that outline performance categories for people seeking initial or continuing teacher certification. (See Tables 1 and 2). These standards have resulted in initial attempts at the reform of teacher education programs within colleges of education throughout the state. As may be inferred by review of these standards, the concepts of educational psychology, both in application and research, are implicated. Why have professionals in the field not been included in the policy-making process?

The question remains how can educational psychologists and educational psychology influence the reform of teacher education programs. A criticism of teacher education programs relates to the curriculum undertaken by pre- and inservice teachers and the problem that teachers generally do not transfer their knowledge and skills from college to the classroom. One way to attain this transfer is to have an integrative design

between theory and practice in the teacher education curriculum (Anderson, Blumenfeld, Pintrich, Clark, Marx, & Peterson, 1995; Korthagen & Kessels, 1999). Here, again, is where educational psychology can influence teacher education reform, by, as Darling-Hammond (1999) noted, assisting teachers to learn about learning so that they can teach students effectively and so that the students can learn. She also reported that "Teachers who have had more opportunity to study the processes of learning and teaching are more highly rated and successful with students in fields from early childhood and elementary education to mathematics, science, and vocational education" (p. 29). Thus, knowledge of the learning process is important in the education development of effective teachers.

However, Brabeck (1999) reported that a National Center for Education Statistics (NCES; 1998) survey indicated that teachers felt unprepared to implement data-based instruction to assist students in meeting new educational reform standards, such as those developed by the KEPSB. Brabeck (1999) further argued that teachers are inadequately prepared to use tests, (i.e., standardized and non-standardized), for instruction. Here, again, is where educational psychology courses are useful. For example, the instructional principles and practices that are taught in educational psychology courses are generally data-driven, (e.g., use of guided discovery). Additionally, assessment issues and uses are discussed in educational psychology courses. Perhaps, though, we do not spend enough time on assessment issues. Then, the offering of an undergraduate measurement course would be appropriate to alleviate this problem.

Educational Psychology for Teachers and Colleges

A seminal article by Anderson et al. (1995) stimulated much discussion with regard to educational psychology courses for future teachers. For example, Blumenfeld and Anderson (1996) edited a special issue of the Educational Psychologist on the teaching of educational psychology in teacher education programs and the roles of educational psychologists as teacher educators. Anderson et al. (1995) suggested that the goal of an educational psychology course should be the development of a contemporary psychological perspective for preservice teachers.

Shuell (1996) noted that the relationship between educational psychology and teacher education has been a "long, intimate, and productive one" (p. 5). However, he argued that it is more than the application of psychology to education as Wittrock (1992) noted. Shuell (1996), like Glover and Ronning (1987), feels that educational psychology is its own discipline, which can influence educational reform. However, as participants are we promoting ourselves and our discipline to engage in these reform efforts?

Kentucky Education Reform

As mentioned previously, educational reform was mandated in Kentucky due to the implementation of KERA. Implicated in KERA was the reform of teacher education programs because teachers were expected to be able to transform traditional classrooms into ones where there was a strong standards-based approach combined with a high stakes primarily performance-based assessment program. In this regard, the KEPSB developed New and Experienced Teacher Standards, which all pre- and inservice educators must meet to attain and maintain their certification. Thus, colleges of education in the state of Kentucky had the task of reforming/restructuring themselves to meet these new standards mandated by the KEPSB. However, as Tharinger et al.

(1996) pointed out, no role for educational psychologists was included in any component of KERA or the KEPSB standards. Tharinger et al. (1996) suggested several possible roles for psychologists with KERA: (a) in developing new assessment systems, (b) in integrated service systems, (c) in curriculum redesign to promote academic development, (d) to work with school and community councils, and (e) in professional development (p. 28-29). Based on their broad training in education and psychology educational psychologists can serve in all of these capacities.

Regarding curriculum redesign, we surveyed universities in Kentucky and found that almost all programs offer/require an educational psychology class on the undergraduate level. This is not necessarily the case for graduate study. In addition, and as would be expected, the courses are taught differently and the content varied across both levels. Research has shown that such courses are perceived by students as being beneficial. For example, VanZile-Tamsen (1999) found that a group of graduate students in an educational psychology course reported that class activities were helpful in the development of their understanding of course content and in learning new teaching strategies. They also reported that they preferred more hands-on and authentic activities. This supports the current conceptual trends in educational psychology and educational reform, both mandated and implied in both KERA and the KEPSB.

Most of Kentucky's New Teacher Standards are directly related to the field of educational psychology. For example, New Teacher Standard 1 focuses on designing instruction suited to the student's thinking processes, student motivation, and diversity issues. Standard 2 relates to developing and maintaining appropriate learning climates

that incorporate, among other things, self-control and self-discipline. Standard 3 addresses managing instruction and includes teaching and learning strategies. Standard 4 includes assessment strategies and interpretation of assessment results. Standard 5 requires the evaluation of the teaching and learning process. Through this brief analysis, it is evident that over half of the standards are directly related to the field of educational psychology. Only Standards 6 and 9 are not directly related to the field, and it is even arguable that some of these standards have components influenced by educational theory or practice. The same comments also can be made for the Experienced Teacher Standards.

Although the KEPSB identified what knowledge and skills new and experienced teachers should have, colleges of education and their respective departments determine how to teach their students to meet the standards and how to assess student performance (Clements, 1999). Again, educational psychology and educational psychologists can and need to influence these teaching and assessment efforts to insure the quality and effectiveness of future teachers, as well as the continuing professional development of those currently in the profession. This can be accomplished by telling our "stories" to the policy makers and educational decision makers.

Conclusions

Reform of teacher education appears necessary if we are to prepare teachers for the 21st century. Unfortunately, the "reform agenda often becomes immediately politicized and polarized..." (Sirotnik, 1999, p. 608). As Sirotnik (1999) pointed out, "reform" typically breeds "accountability" as the primary means of evaluation (p. 608).

"Accountability emphasizes looking back in order to assign praise or blame; evaluation is better used to understand events and processes for the sake of guiding future activities" (Cronbach, et al., 1981, p. 4). Sirotnik (1999) suggested that this evaluation should follow an action research model that "involves participants in understanding their own renewal process" (p. 609). He emphasizes "renewal" because, to him, education is a lifelong process. Here, again, educational psychologists can influence educational reform/renewal by conducting action research in their respective states. This is being implemented at many universities in Kentucky. We should also promote educational renewal for ourselves and for pre- and inservice teachers through professional development.

Additionally, given the explication by Tharinger et al. (1996) with regard to public school reform in Kentucky, and the assertion of public and professional concerns with regard to effective teacher preparation (e.g., Ashton, 1996; Boyer, 1984; Korthagen & Kessels, 1999) and continual teacher accountability (e.g., Haycock, 1997), it is evident that there is a definitive need for the educational scientist-practitioner in educational reform, whether it be in the role of drafting public policy, or in that of advocating, drafting, and researching effective content and procedural curricula necessary to address the needs of society, its teachers, and, most importantly, students in our educational institutions. However, even though educational psychologists have demonstrated expertise in the many areas integral to the educational process, they have essentially been excluded from the agencies charged with addressing these concerns (Tharinger et al., 1996). Therefore, as addressed by de Mesquita and Collier

(1994) with regard to the role of school psychologists in KERA, educational psychologists must also seek to explicitly advocate their effective participation.

There would seem to be two areas at the university program level where educational psychologists, individually and collectively, could address the concerns of educational reformers and practitioners (e.g., Blumenfeld et al., 1995; Tetenbaum & Mulkeen, 1986). The first area would be in the establishment of a core curriculum and pedagogical practices designed to facilitate pre-service teachers' mastery of effective teaching procedures and practices. As previously addressed, the National Board of Professional Teaching Standards (1999) has identified knowledge, skills, and abilities of effective teachers. However, there seems to be minimal professional consensus as to the curricula and methodologies necessary to accomplish these goals, with individual institutions establishing program requirements that are often dissimilar in content, scope, and sequence. Various researchers imply that a standard of teacher preparation program curricula should be considered (Blumenfeld et al., 1995; Darling-Hammon, 1999; Korthagen & Kessels, 1999). Educational psychologists, as members of program and policy agencies, at global, national, regional, state and university levels, would be effective in driving these initiatives. Expertise in the interpretation of research regarding aspects of the learning context (e.g., student diversity, motivation, classroom management, assessment) would provide a unique perspective directly addressing all points outlined b the NBPTS. Additionally, educational psychologists would be most effective in the assessment and evaluation of the effectiveness of the aforementioned program standardization. One area that should be of particular concern to educational psychologists is the trend toward alternative teacher certification programs where work

experience is used as the basis for a teaching credential. Often, these alternative certification programs require little or no formal training in the principles inherent in educational psychology.

The second area in which educational psychologists can affect teacher reform is within the context of the college or university classroom. Shuell (1996) asserts the multidimensionality of the field and demonstrates the necessity of establishing a scientist-practitioner model as a basis for instruction in teacher education preparation. However, the traditional approach has been one of establishing a knowledge base, which is descriptive in nature and application. Given the concerns of Murray (1989), Shuell (1996) advocates a redirection toward a more prescriptive approach, which would require "new ways of thinking about the relation between science and practice and ways in which they can be integrated" (p. 7), which would be scientifically based, but would "not dictate specific practices" (p. 7). Therefore, to more effectively incorporate current theoretical implications regarding teaching and learning into reform and practice, the focus should be one of integrating science and practice, while recognizing the idiosyncratic contexts of classrooms. Because a course in educational psychology seems to be a relatively consistent entity in college and university teacher education programs (Anderson et al., 11995), it, in essence, becomes a most viable venue for addressing issues of reforming pre-service teacher preparation, with regard to the presentation, application, and practice of current perspectives, ideologies and strategies. Additionally, educational psychology and its constituents should be instrumental in the implementation and participation of collaborative ventures with others engaged in teacher preparation in determining the institutional goals and

addressing the needs of pre-service teachers (Shuell, 1996). Others have suggested that the role of educational psychology in teacher preparation reform has yet to be determined and offer discussions of various caveats and additional possibilities for effectiveness in the endeavor (e.g., Blumenfeld, Hicks, & Krajcik, 1996); Doyle & Carter, 1996). As evident from these examples, the role of educational psychology in teacher preparation it in flux, given the current context. However, as a field that is inherently concerned with learning and instruction, we as constituents thereof, need to assume a paramount role in educational reform. Essentially, it is what we are about.

Authors' Notes

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Table 1.

New Teacher Standards
for Preparation and Certification

Standard 1:	DESIGNS/PLANS INSTRUCTION
1.	Focuses instruction on one or more of Kentucky's student academic expectations.
2.	Develops the student's ability to apply knowledge, skills and thinking processes.
3.	Integrates skills, thinking processes, and content across disciplines.
4.	Proposes learning experiences that challenge, motivate, and actively involve the learner.
5.	Proposes learning experiences that are developmentally appropriate for learners. Describes experiences for multiple levels of complexity to accommodate students at different levels of performance.
6.	Incorporates strategies that address physical, social, and cultural diversity and shows sensitivity to differences.
7.	Establishes physical classroom environments to support the type of teaching and learning that is to occur.
8.	Includes creative and appropriate use of technology as a tool to enhance student learning.
9.	Includes appropriate assessment strategies and processes.
10.	Includes comprehensive and appropriate school and community resources that support learning.
11.	Includes learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.
Standard 2:	CREATES/MAINTAINS LEARNING CLIMATES
1.	Communicates with and challenges students in a positive and supportive manner.
2.	Establishes and maintains standards of mutually respectful classroom interaction by establishing the importance of shared expectations during individual and group responsibilities.
3.	Shows consistent sensitivity to individual academic, physical, social, and cultural differences and responds to all students in a caring manner.
4.	Shows flexibility and modifies classroom processes and instructional procedures as the situation demands.
5.	Organizes materials and equipment to create a media-rich environment, including technology.
6.	Motivates, encourages, and supports individual and group inquiry.
7.	Uses classroom management techniques that foster self-control and self-discipline. Encourages responsibility to self and to others.
8.	Promotes student willingness and desire to receive and accept positive and negative feedback.

Standard 3:	IMPLEMENTS/MANAGES INSTRUCTION
1.	Communicates specific standards and high expectations for learning.
2.	Links learning with students' prior knowledge, experiences, and family and cultural backgrounds.
3.	Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.
4.	Uses multiple teaching/learning strategies that are appropriate to student developmental level and actively engages students in individual and cooperative learning experiences.
5.	Makes appropriate provisions for learning to address diversity among learners.
6.	Elicits samples of student thinking and stimulates student reflection on their own ideas and those of others.
7.	Uses appropriate questioning strategies to engage students' cognitive processes and stimulate higher-order thinking.
8.	Guides students to express, examine, and explain alternative responses and their associated consequences relative to moral, ethical, or social issues.
9.	Demonstrates interpersonal/team membership skills and responsible caring behavior with students in facilitating instruction.
10.	Uses multiple perspectives and differing viewpoints to facilitate the integration of knowledge and experiences across disciplines.
11.	Make creative and appropriate use of media and technology.
12.	Makes efficient use of physical and human resources and time. Facilitates equitable engagement of students on productive tasks.
13.	Provides opportunities for students to use and practice what is learned.
14.	Identifies student misconceptions, provides guidance, and offers students continuous feedback on progress toward outcomes and expectations.
15.	Links learning with student aspirations for future roles.
Standard 4:	ASSESSES AND COMMUNICATES LEARNING RESULTS
1.	Uses multiple assessments and sources of data.
2.	Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.
3.	Accurately assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program and the Kentucky Instructional Results Information System (KIRIS).
4.	Promotes student self-assessment using established criteria and focuses student attention on what needs to be done to move to the next performance level.
5.	Systematically collects and analyzes assessment data and maintains up-to-date records of student progress.
Standard 5:	REFLECTS/EVALUATES TEACHING/LEARNING

1. Accurately assesses, analyzes, and communicates the effectiveness of instruction and makes Appropriate changes to improve student learning.
2. Analyzes and evaluates the effects of learning experiences on individuals and on the class as a whole and makes appropriate changes to improve student learning.

Standard 6: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

1. Identifies or recognizes situations when and where collaboration with others will enhance learning for students (e.g., thematic units, individual education plan, and school-based decision making).
2. Articulates the purpose and scope of the collaborative effort.
3. Articulates standards of each collaboration event (e.g., summary, next steps, responsibilities, timeline).
4. Demonstrates productive leadership or team membership skills that facilitate the development of mutually beneficial goals.
5. Demonstrates tolerance to alternative perspectives and options and encourages contributions from school and community resources.
6. Demonstrates sensitivity to differences in abilities, modes of contribution, and social and cultural backgrounds.

Standard 7: ENGAGES IN PROFESSIONAL DEVELOPMENT

1. Provides evidence of performance levels and articulates strengths and priorities for growth.
2. Articulates a professional development plan to improve his/her own performance and to expand his/her teaching repertoire to facilitate student achievement of the learning goal.
3. Engages in relevant professional development activities and follows through with plan.
4. Shows evidence of improvement in performance and evidence of an increased capacity to facilitate student learning.

Standard 8: KNOWLEDGE OF CONTENT

1. Accurately communicates the skills and core concepts related to certified academic areas.
2. Effectively applies the methods of inquiry related to the certified academic areas.
3. Incorporates a multicultural/global perspective in content presentations.
4. Utilizes technology related to the certified academic areas.
5. Connects knowledge of the certified academic areas to real life situations.

Standard 9: DEMONSTRATES IMPLEMENTATION OF TECHNOLOGY*

1. Operates a multimedia computer and peripherals to install and use a variety of software.
2. Uses terminology related to computers and technology appropriately in written and verbal communication.

3. Demonstrates knowledge of the use of technology in business, industry, and society.

4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.

5. Creates multimedia presentations using scanners, digital cameras, and video cameras.

6. Uses the computer to do word processing, create databases, and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.

7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.

8. Requests and uses appropriate assistive and adaptive devices for students with special needs.

9. Designs lessons that include technology and human issues to address diverse students needs and different learning styles.

10. Practices equitable and legal use of computers and technology in both professional and personal activities.

11 Facilitate the life long learning of self and others through the use of technology.

12 Explore, uses, and evaluates technology resources: software, applications, and related documentation.

13 Applies research-based instructional practices that use computers and other technology.

14 Designs lessons that integrate computers and other technology to create effective groupings to meet the needs of diverse learners.

15 Uses technology to support multiple assessments of student learning.

16 Designs lessons that ask students to practice the equitable, ethical, and legal use of technology.

Source: New Teacher Standards for Preparation and Certification. (1994). Frankfort, KY: The Kentucky Education Professional Standards Board.
* Standard 9 was added in 1999.

Table 2

Experienced Teacher Standards
for Preparation and Certification

Standard 1:	DEMONSTRATES PROFESSIONAL LEADERSHIP
1.	Builds positive relationships within and between school and community.
2.	Promotes leadership potential in colleagues.
3.	Participates in professional organizations and activities.
4.	Writes and speaks effectively.
5.	Contributes to the profession knowledge and expertise about teaching and learning.
6.	Guides the development of curriculum and instructional materials.
7.	Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
8.	Initiates and develops educational projects and programs.
9.	Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
Standard 2.	DEMONSTRATES KNOWLEDGE OF CONTENT
1.	Communicates a breadth of content knowledge across the discipline(s) to be taught.
2.	Communicates a current knowledge of discipline(s) to be taught.
3.	Demonstrates a general knowledge that allows for integration of ideas and information across disciplines.
4.	Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the student's ability levels and learning styles.
5.	Connects content knowledge to real-world applications.
6.	Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.
7.	Analyzes sources of factual information for accuracy.
8.	Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
9.	Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.
Standard 3:	DESIGNS/PLANS INSTRUCTION
1.	Focuses instruction on one or more of Kentucky's learning goals and academic expectations.
2.	Develops instruction that requires students to apply knowledge, skills, and thinking processes.
3.	Integrates skills, thinking processes, and content across disciplines.
4.	Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.
5.	Creates and uses learning experiences that are developmentally appropriate for learners.

(Table 2 Continued)

6	Develops and incorporates strategies that address physical, social, and cultural diversity and that show sensitivity to differences.
7	Arranges the physical classroom to support the types of teaching and learning that are to occur.
8	Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.
9	Develops and implements appropriate assessment processes.
10.	Secures and uses a variety of appropriate school and community resources to support learning.
11.	Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.
12.	Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.
Standard 4:	CREATES/MAINTAINS LEARNING CLIMATE
1	Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
2	Maintains positive classroom interaction by establishing appropriate expectations during group activities.
3	Shows consistent sensitivity to individuals and responds to students objectivity.
4	Shows flexibility and creativity in the development of classroom processes and instructional procedures.
5	Locates and organizes materials and equipment to create an enriched multimedia environment.
6	Encourages and supports individual and group inquiry.
7	Uses a variety of classroom management techniques that foster individual responsibility and cooperation.
8	Analyzes and changes the classroom to accommodate a variety of instructional strategies.
9	Works with colleagues to develop an effective learning climate within the school.
Standard 5:	IMPLEMENTS/MANAGES INSTRUCTION
1	Communicates specific goals and high expectations for learning.
2	Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.
3	Models/demonstrates the skills, concepts, attributes, and or/thinking processes to be learned.
4	Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.
5	Provides opportunities for students to increase their knowledge of cultural similarities and differences.
6	Stimulates students to reflect on their own ideas and those of others.

7. Uses appropriate questioning strategies to help students solve problems and think critically.

8. Manages student examination of social issues relative to course content, possible responses, and associated consequences.

9. Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.

10. Presents differing viewpoints when integrating knowledge and experience across disciplines.

11. Makes effective use of media and technologies.

12. Makes efficient use of physical and human resources and time.

13. Provides opportunities for students to use and practice what is learned.

14. Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.

Standard 6: ASSESSES AND COMMUNICATES LEARNING RESULTS

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1. Selects and uses appropriate assessments.

2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.

3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.

4 Provides opportunities for students to assess and improve their performance based on prior assessment results.

5 Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.

6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

Standard 7: REFLECTS/EVALUATES TEACHING/LEARNING

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1 Assesses and analyzes the effectiveness of instruction.

2 Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.

3 Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

Standard 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

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1 Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.

2 Discusses with parents, students and others the purpose and scope of the collaborative effort.

3 Articulates expectations for each collaborative event, e.g., time lines and responsibilities.

4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.

5 Secures and makes use of school and community resources that present differing viewpoints.

(Table 2 continued)

6.	Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.
7.	Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.
8.	Analyzes previous collaborative experiences to improve future experiences.
9.	Assesses students' special needs and collaborates with school services and community agencies to meet those needs.
Standard 9:	ENGAGES IN PROFESSIONAL DEVELOPMENT
1.	Establishes priorities for professional growth.
2.	Analyzes student performance to help identify professional development needs.
3.	Solicits input from others in the creation of individual professional development plans.
4.	Applies to instruction the knowledge, skills, and processes acquired through professional development.
5.	Modifies own professional development plan to improve instructional performance and to promote student learning.
Standard 10:	DEMONSTRATES IMPLEMENTATION OF TECHNOLOGY*
1.	Operates a multimedia computer and peripherals to install and use a variety of software.
2.	Uses terminology related to computers and technology appropriately in written and verbal communication.
3.	Demonstrates knowledge of the use of technology in business, industry, and society.
4.	Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
5.	Creates multimedia presentations using scanners, digital cameras, and video cameras.
6.	Uses the computer to do word processing, create databases, and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
7.	Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
8.	Requests and uses appropriate assistive and adaptive devices for students with special needs.
9.	Designs lessons that use technology to address diverse students needs and learning styles.
10.	Practices equitable and legal use of computers and technology in professional activities.

11. Facilitate the life long learning of self and others through the use of technology.

12. Explore, uses, and evaluates technology resources: software, applications, and related documentation.

13. Applies research-based instructional practices that use computers and other technology.

14. Uses computers and other technology for individual, small group, and large group learning activities.

15. Uses technology to support multiple assessments of student learning.

16. Instructs and supervises students in the ethical and legal use of technology.

Source: Experienced Teacher Standards for Preparation and Certification. (1994). Frankfort, KY: The Kentucky Education Professional Standards Board.

* Standard 10 was added in 1999.